



## I. COURSE DESCRIPTION:

This course is designed to build on the skills developed in Group Dynamics I. Opportunities will be provided for the individual student to demonstrate and develop skills in group leadership and group programming. The course will focus on children and adolescents and the therapeutic interventions that are possible / feasible in groups. It is the intent that the student acquires a clear understanding of the CYW's role in terms of this form of therapeutic intervention. Participants need to contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism indicative of ethical standards.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Learning outcomes and elements of performance are reflective of the criteria stated in Child and Youth Worker Program Standard - Ministry of Training, Colleges and Universities-available on the CYW Program Web Site.

Upon successful completion of this course the student will be able to:

### 1) demonstrate skills that provide leadership and direction to group.

#### *Potential Elements of the Performance*

- a. describe leadership styles in behavioural terms.
- b. discuss personal attributes indicative of leadership.
- c. demonstrate leadership techniques in a lab setting.
- d. obtain personal feedback and determine personal goals reflective of this feedback specific to leadership.

### 2) discuss a representative sample of theoretical approaches to group.

#### *Potential Elements of the Performance*

- a. describe Client Centred Therapy
- b. describe Rational-Emotive Therapy
- c. describe Behaviour Therapy
- d. describe Psychoanalytic Therapy

### 3) design and implement strategies that enhance psycho-social development in children, youth and relevant others.

#### *Potential Elements of the Performance*

- a. select and discuss group activities that are appropriate to specific issues.
- b. prepare materials appropriate to the activity.
- c. conduct the activity within the group setting.
- d. obtain feedback and evaluate the activity.
- e. prepare a typed comprehensive description of the activity according to the prescribed format.

- 4) **employ effective intervention strategies which meet the needs and goals of children and youth.**

*Potential Elements of the Performance*

- a. select a theme for the group program.
- b. determine the appropriate number of sessions to accomplish the goal of the program.
- c. develop an outline of each of the sessions with objectives and format clearly specified.

- 5) **demonstrate strategy appropriate in dealing with problematic behaviours in group.**

*Potential Elements of the Performance*

- a. describe behaviours and situations that are at issue in effective group performance.
- b. discuss causal factors underscoring this behaviour.
- c. identify and describe actions/interventions conducive to remediation of these issues.

- 6) **identify and use professional development resources and activities that promote professional growth.**

*Potential Elements of the Performance*

- a. actively participate in the experiential learning process.
- b. participate in small group tasks as required.
- c. determine through self-assessment and collaboration with others, current skills

**III. TOPICS:**

This course builds on the material studied in CYW 204 Group Dynamics 1. Topics will include/review:

1. The Small Group in Counselling and Therapy
2. The Process of Group Development
3. The Dimensions of Group
4. Group Membership
5. Leadership and Co-leadership
6. Theoretical Approaches to Group
7. Self-help Group Approaches
8. Dealing with specific issues in group.
9. Group programming and documentation

**IV. LEARNING ACTIVITIES**

Experiential learning requires that group members are present and active participants in the group process.

Presentation format will vary depending upon issues being covered. Active participation in the group experience is essential.

**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*Groups: process and practice. (8<sup>th</sup> edition)*, Corey, M. and Corey G. (2009), Brooks/Cole

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

A. Attendance and Participation	30%
B. Program Proposal	20%
C. Co-leadership Presentations	20%
D. Test 1	15%
E. Test 2	15%

***The following semester grades will be assigned to students in post-secondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.